R E P O R T R E S U M E S

ED 014 893 EM 004 072

TELEVISION IN FOREIGN LANGUAGE EDUCATION. NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION NEWS SUPPLEMENT NUMBER SEVEN.
NATIONAL CENTER FOR SCHOOL AND COLL. TELEVISION
EDRS PRICE MF-$0.25 HC-$0.48 10P.

DESCRIPTORS- *INSTRUCTIONAL TELEVISION, *CONFERENCES, *FRENCH, *GERMAN, *SPANISH, ELEMENTARY SCHOOLS, SECONDARY SCHOOLS, INSERVICE TEACHER EDUCATION

THIS REPORT CONCERNS THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION'S CONFERENCE ON TELEVISION IN FOREIGN LANGUAGE EDUCATION. THE CONFERENCE WAS CONDUCTED TO ASSESS TELEVISION MATERIALS NOW OFFERED IN FOREIGN LANGUAGES, IN AN EFFORT TO STIMULATE THE DEVELOPMENT OF INCREASINGLY EFFECTIVE TELEVISION MATERIALS FOR THE NATION'S SCHOOLS. THE REPORT HAS 3 SECTIONS, (1) A STATUS REPORT OF FOREIGN LANGUAGE TELECOURSES OFFERED IN THE U.S. DURING 1966-67, (2) A SUMMARY OF THE DISCUSSION AMONG THE LANGUAGE AND TELEVISION AUTHORITIES WHO PARTICIPATED IN THE CONFERENCE, AND (3) A TABULAR BREAKDOWN OF THE INFORMATION GATHERED FOR THE CONFERENCE. (MS)

NSCT NEWS Supplement
Number 7
National Center for School and College Television

ED014893

Saludos Amigos

Hand in hand ins Kinderland

Viva Nuestra Amistad

Paso a Paso

Causons et Lisons

Komm, Lach, und Lerne

Ici la France

Auf Deutsch Bitte!

En Avant

TELEVISION
IN
FOREIGN LANGUAGE EDUCATION

CONTENTS

	Page
Foreword	5
Part I—The Status of TV in Foreign Language Education	6
Part II—An Overview	8
Part III—TV in Foreign Language Education	10

This report concerns the National Center for School and College Television's conference on television in foreign language education. The conference was conducted to assess television materials now being offered in foreign languages in an effort to stimulate the development of increasingly effective television materials for the nation's schools. The report is divided into three sections:

- *Part I is a status report of foreign language telecourses being offered in the United States during the 1966-67 school year.*

- *Part II is an overview of the discussion among the language and television authorities who participated in the conference.*

- *Part III is a tabular breakdown of the information gathered. The materials listed in this section form the basis for Part I. Lessons from most of the telecourses listed here were viewed during the conference.*

The conferees viewed sample lessons from telecourses, reviewed print materials (teacher's manuals and student work materials), and, during the final session, considered the state of television in foreign language education.

The authorities who joined NCSCT staff members for the conference are Leo Benardo, director of the New York City Bureau of Foreign Language; Emma Birkmaier of the University of Minnesota; Guy Capelle of the University of Michigan; S.P. Corder of the University of Edinburg in Scotland; Clemens Hallman of Indiana University; Victor E. Hanzeli of the University of Washington; Elton Hocking of Purdue University; Borden Mace of the D. C. Heath Company; Joseph Michel of the University of Texas; George Smith of Indiana University; and Frances Taylor of the Indianapolis Public Schools.

Part I—THE STATUS OF TELEVISION IN FOREIGN LANGUAGE EDUCATION

To determine the extent to which television is used in foreign language education, NCSCT sent questionnaires to 116 educational television stations, several selected closed-circuit systems, and other institutions and organizations known to be producing or distributing television materials. Information resulting from these questionnaires is summarized in this section of this report.

Several single programs designed as supplementary or enrichment pieces for school children or teachers were found in use, but are not here measured. Neither are programs for adult audiences here measured. Only full courses designed for elementary and secondary education or for in-service teacher education are considered in this status report.

Ninety-four foreign language telecourses were found in use during the 1966-67 school year. Eighty-six courses were designed for students in elementary and secondary grades. Eight series were designed for in-service teacher education. Of the 94 courses, only 15 were not recorded for reuse.

LANGUAGE EMPHASIS Survey results indicated that television is being used to aid instruction in three foreign languages: Spanish, French and German. Sixty-nine courses (74 percent of the total) were in Spanish. Only nine Spanish courses were not recorded. Twenty French courses were reported in use. Six were not recorded. The three German courses in use were recorded. Two of the in-service teacher education courses emphasized the general problems connected with foreign language education.

FREQUENCY OF TRANSMISSION As indicated on the chart, there is considerable variation in the way television is used in foreign language education. Sixteen courses were designed to be transmitted at the rate of one lesson per week. Six courses, all in Spanish, Levels I and II, were offered at a rate of five lessons per week. The greatest number of courses was designed to be transmitted at the rate of two lessons per week (a total of 26), and at the rate of three lessons per week (26). Eleven courses were offered on a four-lesson per week schedule. Those using in-service materials did not specify transmission schedules.

Of the 86 courses designed for students in the elementary and secondary grades, only four (about five percent) were intended for use during a single semester. All of the eight in-service courses were designed for single semester use.

LEVEL ANALYSIS As indicated in Part III, the survey revealed the beginning or introductory level of foreign language instruction (Level I in this report) takes place at various grade levels. Therefore, foreign language materials considered here are measured by levels rather than by the traditional elementary-secondary breakdown.

LEVEL I

An analysis of the survey results revealed 35 foreign language courses (37 percent of the total) in use at the beginning or introductory level of instruction. Level I Spanish courses totaled 28; four were *not* recorded. Three of the six French courses reported in use at this level were *not* recorded. The only Level I German course reported was recorded. Two of the Spanish courses were designed for use during a single semester. All other Level I courses were transmitted for a complete school year.

LEVEL II

Twenty-four of the 30 courses reported in Level II (32 percent of the total number of courses) concerned Spanish courses. Four were *not* recorded. There were five French courses (two *not* recorded) and one recorded German course. One Spanish course was offered at a rate of two lessons per month.

LEVEL III

Fifteen courses (16 percent) were found in use at Level III. The Spanish courses were recorded as was the one German course. One of the three French courses at this level was *not* recorded. All of the Level III courses were designed for use during the entire school year.

LEVEL IV

Five courses (five percent of the total) were in use in Spanish and French at this level. One of the three Spanish courses was *not* recorded. One French course contained 16 lessons and was designed to be offered at a rate of one lesson per week during a single semester. The other four courses were intended for use throughout the school year.

LEVEL V

Of the courses reported, only one recorded French course was in use at this level. As indicated in Part III, this course was designed for students in the eighth grade.

IN-SERVICE TEACHER EDUCATION

All eight in-service courses (nine percent of the total) were recorded and designed for use during a single semester. It is interesting to note (Part III), that two courses are non-specific as to language, three are designed for Spanish teachers, and the three in-service French courses are not only specific as to language but are concerned with only one level of French instruction.

LANGUAGE	LEVEL	LESSON TRANSMISSION RATE 1/wk	2/wk	3/wk	4/wk	5/wk	OTHER	TOTAL NO. OF COURSES PER LEVEL
SPANISH	I	4	6	9	5	4	0	28
	II	4	7	6	4	2	1	24
	III	2	5	3	1	0	0	11
	IV	1	2	0	0	0	0	3
FRENCH	I	2	1	2	1	0	0	6
	II	1	2	2	0	0	0	5
	III	1	1	1	0	0	0	3
	IV	1	1	0	0	0	0	2
	V	0	1	0	0	0	0	1
GERMAN	I	0	0	1	0	0	0	1
	II	0	0	1	0	0	0	1
	III	0	0	1	0	0	0	1
	TOTAL	16	26	26	11	6	1	86

(Elementary and Secondary Grade Courses)

Part II—AN OVERVIEW

A group of prominent language specialists and educational broadcasters met with staff members of the National Center for School and College Television to judge the adequacy of television material in foreign language now in use across the nation and to begin the development of guidelines for the production of future television materials.

During the conference they viewed portions of some 90 lessons that represented most of what was transmitted to schools during the 1966-1967 academic year. They were able to review enough of each lesson to permit preliminary judgments. Later, a sub-group of the original panel made a study in depth of the outstanding lessons.

Immediately evident were two overriding factors: the unprecedented and skyrocketing popularity of "FLES" (Foreign Language in the Elementary School), and the necessarily improvised nature of the television programs which were devised to substitute for the nonexistent specialist teacher. The acceptance of FLES, added to the flexibility of schedules in the elementary school, explains why the great majority of the materials assessed were designed for the elementary grades.

Here was a unique situation: a subject new to the elementary curriculum was being presented through a new medium by inexperienced television teachers who had to devise new materials, and who could only hope that their broadcasts would be properly followed up by classroom teachers who knew little or no foreign language. There have been hundreds of such television presentations in the last 15 years. Obviously, this upsurge of television instruction was a generous response by our schools to a sudden, almost overwhelming public demand. No less obviously, it was often a makeshift response, conceived in enthusiasm and dedicated to the proposition that all children can learn a foreign language by merely tuning in television.

There were brilliant exceptions to the rule, notably "Parlons Francais," with its budget in seven figures, its highly professional direction (both technical and pedagogical), its elaborate services and aids for the classroom, and its gifted teacher on the screen. Other programs ran the gamut from very good to very poor. Of the latter, the best that can be said is that they attempted too much too soon.

THE POTENTIAL OF FLES BY TV

The few outstanding series are proof of what is possible by capitalizing on the unique qualities of television, combined with the equally unique ability of the young child to "absorb" a strange language—especially its pronunciation and melody—and to accept the cultural patterns of children in other lands. Advertising "commercials" have cleverly exploited the special capabilities of both the medium and the child, but most of the foreign language lessons have not. For years we have said that films and videotapes made abroad can break down the walls of the school by bringing the foreign country, language and children into the classroom. But, as one conference participant commented: "Most of these programs use the camera to look through the keyhole into the classroom next door. We see only another teacher and another blackboard." Here this medium is not "the message" but only the mirror image of the American classroom.

There were, however, several examples of exploiting the capabilities peculiar to the medium; for example, conversations or dramatizations by native children in realistic situations, followed by drills with flashbacks to parts of the skit. When these were well planned and capably performed, the meaning came clear, even though the viewers might not understand a single word, as such. "The thing that TV can do," insisted one of our European conferees, "is to present *visual* material, and this has principally to do with the teaching of meaning." This is, in turn, the answer to every foreign language teacher's problem of providing meaning while avoiding the use of English. It is also, incidentally, a good illustration of McLuhan's "The medium is the message," for the message would still be clear if the audio were turned off.

In addition to providing the verbal meaning, television is uniquely capable of conveying the contextual or sociocultural meaning. For example, one program took place in a French classroom, with activities and furnishings unlike our own; another showed children greeting each other with a handshake and starting off to school with knapsacks of books. There were various examples of foreign life and interactions between children and adults: at meals, in the park, in shops. We learned, without being told, that French bread does not look like our bread, that European children

stand when given permission to speak in class or when an adult enters the room, that homework is dutifully written in a prescribed notebook and countersigned by a parent.

The foreign language become more than a Morse code for English "equivalents" when all these insights give it depth and context. When interwoven with the "silent language" of gesture, facial expression, body stance and movement, such insights become the texture of another way of life and thought and feeling, of which the spoken language is the appropriate expression. And only television or film can combine all these and thus provide a unique experience. It would seem that, of all classroom subjects, foreign language can benefit most from television and that our young children, already fascinated by the medium, would profit greatly.

TV IN THE SECONDARY SCHOOL

At this level the situation appears very different: foreign languages have an established place in the curriculum; the teaching is done by specialists; there is an abundance of printed and tape-recorded learning materials. However, the old order is now disturbed by a reform movement, parallel to the "new math" and the "new science."

Generally known as *New Key* or *audiolingual teaching*, with early emphasis on the oral-aural skills, this ferment would seem conducive to bold experimentation with television, but this has not developed. Only a few courses have been produced for foreign language teaching in the high school, and—perhaps inevitably—they have generally been expositions or extensions of the textbook. As with most FLES programs, we see the teacher expounding and drilling "the lesson," meaning grammar and vocabulary. In general, the inherent capabilities of the medium are not used.

In some respects, the high school programs are superior to those for FLES: the technical production is usually less amateurish, for it is provided by a large school system; the teacher's confidence and poise are evident, for essentially he is repeating what he has always done in his classroom. On the whole, however, the TV programs for the secondary school reveal the same weaknesses that one finds in the FLES programs.

THE CONSENSUS: ENDS AND MEANS

The conference agreed upon several major assumptions, and upon the means of fulfilling certain needs which are all too evident. There was agreement that, despite the generally poor quality of the programs so far, foreign language instruction by television is here to stay, and that it will be increasingly needed, especially in the elementary school; that it can make a unique contribution, at all academic levels, by bringing the foreign country, culture and speakers into the classroom; that its technical resources (flashbacks, split screen, animation, graphics and other devices) are otherwise unavailable in the classroom; and that all these resources provide motivation and depth of learning for the student and, for the local teacher a broadened base for intensive, systematic follow-up activities.

On the negative side it was agreed that television cannot provide total teaching and that the television teacher should indulge only minimally in language drills, which serve primarily as suggestions for the local teacher; that the local nonspecialist teacher will fail unless provided with recorded drills, filmstrips, "props," and—first of all—an outline guide of the course; that there has been a regrettable lack of teamwork, or even of communication, between television producers and the local teachers and administrators; finally (and ironically) that there has been, in the name of economy, a tragic waste of money and time in the development of scores of locally-produced courses, all of them starting from scratch, starving for funds and facilities and expert personnel, duplicating each other's mistakes, and eventually achieving a mediocre product which discredits the medium itself and the subject which it purports to teach. The stern fact is that good school television, like the automobile and other high-cost, high-quality products, is feasible only with concentrated expert production and mass consumption.

In order to overcome these problems, the conferees agreed that there should be an international clearing house to distribute information and materials, especially sequences filmed abroad, for such productions are obviously beyond the resources of most school systems. Such an organization would also provide information and advice—perhaps even scripts—for local production intended to complement the purchased materials (related film and print materials). A further service might be advisory: expert information on how to revise an old series, or to extend it to higher levels. Basic to all this would be an exchange of information on who is doing what, or plans to do it, in order to prevent wasteful duplication. A summer workshop would bring together the technical and the subject-matter people involved in further production.

For the long run—since school television will increasingly be needed—there is need of a genuine research and development center with facilities for experimental production. Advanced courses in language and literature could benefit greatly from foreign-made materials, but these must be planned carefully and then field tested. There is also the great potential of computer-assisted instruction, the integration of professional cinema and recorded "readings," and other developments now on drawing boards. The future of school television and of foreign language instruction is full of promise, but it must not be allowed to "just grow," like Topsy. If we can learn from experience, we know that concerted planning is essential.

Part III-TELEVISION IN

TITLE OF TELECOURSE	PRODUCTION LOCATION	PRODUCER	GRADE	NO. OF LESSONS	LESSON LENGTH	FREQ. OF BRDCST.
	Spanish–Level I					
Adelante Amigos	Lafayette, Ind.	MPATI	7–9	128	20′	4/wk
Aqui Se Habla Espanol	Anaheim, Calif.	PS	4	98	15′	3/wk
Charlemos	Detroit, Mich.	PS	2–4	42	20′	2/wk
Conversational Spanish	Evansville, Ind.	SWIETVC	3	173	15′	5/wk
El Camino Espanol	Santa Ana, Calif.	PS	5	97	15′	3/wk
Elementary Spanish	East Lansing, Mich.	MCTI	3	66	15′	2/wk
Elementary Spanish	East Lansing, Mich.	MCTI	4	66	15′	2/wk
El Espanol al Dia-I	Indianapolis, Ind.	PS	9–10	151	15′	5/wk
Foreign Language for You	Milwaukee, Wisc.	PS	5	48	15′	3/wk
Hablo Espanol	Denver, Colo.	PS	5	110	15′	3/wk
Hablemos Espanol	Albuquerque, N. M.	KNME	5–6	72	30′	2/wk
Hablemos Espanol-I	Louisville, Ky.	Ky. ETV Council	3	72	15′	2/wk
La Clase de Espanol	Richardson, Texas	KRET	3	90	10′	3/wk
Of Course We Speak Spanish	Los Angeles, Calif.	PS	6	60	15′	1/wk
Primary Spanish	Austin, Texas	KLRN	1–2	116	15′	4/wk
Que Tal, Amigos	Lafayette, Ind.	MPATI	4–6	128	20′	4/wk
Saludos Amigos	San Francisco, Calif.	KQED	4-6	34	15′	1/wk
Se Habla Espanol	Seattle, Wash.	KCTS	3	65	15′	2/wk
Spanish	Rochelle, Ill.	PS	3–8	54	20′	5/wk
Spanish–I	Dallas, Texas	KERA	3	66	15′	2/wk
Spanish–I	Ottumwa, Iowa	PS	5	150	15′	5/wk
Spanish–I	Tallahassee, Fla.	WFSU	4	36	15′	1/wk
Spanish–I	East Lansing, Mich.	PS	4	128	15′	4/wk
Spanish–Grade 3	Kansas City, Mo.	KCSD	3	90	15′	3/wk
Spanish–Level I	Lafayette, Calif.	PS	6	116	15′	4/wk
Spanish–7	Franklin Square, N. Y.	CHSD	7	90	20′	3/wk
Una Aventura Espanola–I	Pasadena, Calif.	PS	4–5	90	12′	3/wk
Viva Nuestra Amistad	Atlanta, Ga.	Ga. ETV	3	36	15′	1/wk
Ya Hablamos Espanol–I	St. Paul, Minn.	KTCA	4	96	15′	3/wk
	Spanish–Level II					
Active Spanish	Austin, Texas	KLRN	3	116	15′	4/wk
Elementary Spanish	East Lansing, Mich.	MCTI	4	66	15′	2/wk
El Espanol al Dia–II	Indianapolis, Ind.	PS	10–11	151	15′	5/wk
Fiesta–II	Atlanta, Ga.	Ga. ETV	4	33	15′	1/wk
Foreign Language For You	Milwaukee, Wisc.	PS	6	48	15′	3/wk
Hablemos Espanol	Lafayette, Ind.	MPATI	4–6	64	20′	2/wk
Hablemos Espanol	Anaheim, Calif.	PS	5	98	15′	3/wk
Hablemos Espanol–II	Louisville, Ky.	Ky. ETV Council	4	68	15′	2/wk
Hablo Mas Espanol	Denver, Colo.	PS	6	74	15′	2/wk
Hola Ninos	San Francisco, Calif.	KQED	5–7	32	15′	1/wk
La Clase de Espanol	Richardson, Texas	RISD	4–6	68	15′	2/wk
La Puerta Abierta al Espanol	Santa Ana, Calif.	PS	6	105	15′	3/wk
Latina America Canta y Baila	Tacoma, Wash.	KTPS	7–8	30	20′	1/wk
Se Habla Mas Espanol	Seattle, Wash.	KCTS	4	65	15′	2/wk
Spanish–II	Dallas, Texas	KERA	4	66	15′	2/wk
Spanish–II	Ottumwa, Iowa	PS	6	150	15′	5/wk
Spanish–II	Tallahassee, Fla.	WFSU	5	36	15′	1/wk
Spanish–II	East Lansing, Mich.	PS	5	128	15′	4/wk
Spanish–Grade 4	Kansas City, Mo.	KCSD	4	86	15′	3/wk
Spanish–8	Franklin Square, N.Y.	CHSD	8	20	20′	2/mo
Spanish–Level II	Lafayette, Calif.	PS	7	115	15′	4/wk
Spanish Today	Austin, Texas	KLRN	4–6	116	15′	4/wk
Una Aventura Espanola–II	Pasadena, Calif.	PS	5–6	90	15′	3/wk
Ya Hablamos Espanol–II	St. Paul, Minn.	KTCH	5	96	15′	3/wk
	Spanish–Level III					
Aqui Se Habla el Espanol	Santa Ana, Calif.	PS	7	70	15′	2/wk
Digalo en Espanol	Anaheim, Calif.	PS	6	98	15′	3/wk

FOREIGN LANGUAGE EDUCATION

TITLE OF TELECOURSE	PRODUCTION LOCATION	PRODUCER	GRADE	NO. OF LESSONS	LESSON LENGTH	FREQ. OF BRDCST.
Fiesta–III	Atlanta, Ga.	Ga. ETV	5	33	15′	1/wk
Paso a Paso	Lafayette, Ind.	MPATI	5–6	64	20′	2/wk
Se Habla y se Lee Espanol	Seattle, Wash.	KCTS	5	65	15′	2/wk
Spanish–III	Dallas, Texas	KERA	5	66	15′	2/wk
Spanish–III	Tallahassee, Fla.	WFSU	6	36	15′	1/wk
Spanish–III	East Lansing, Mich.	PS	6	61	15′	2/wk
Spanish–Grade 5	Kansas City, Mo.	KCSD	5	91	15′	3/wk
Spanish–Level III	Lafayette, Calif.	PS	8	115	15′	4/wk
Ya Hablamos Espanol–III	St. Paul, Minn.	KTCA	6	96	15′	3/wk
Spanish–Level IV						
El Mundo de Espanol	Indianapolis, Ind.	PS	8	70	15′	2/wk
Fiesta–IV	Atlanta, Ga.	Ga. ETV	6	33	15′	1/wk
Spanish–Grade 6	Kansas City, Mo.	KCSD	6	97	15′	2/wk
French–Level I						
Bonjour les Enfants	Lafayette, Ind.	MPATI	4–6	128	20′	4/wk
French I	Philadelphia, Pa.	PS	4	90	15′	3/wk
Fun with French	Rapid City, S. D.	PS	5	100	15′	3/wk
Let's Speak French	Baltimore, Md.	PS	6	30	15′	1/wk
Parlais Francais	Toledo, Ohio	PS	4	26	15′	1/wk
Parlons Francais–I	New York, N. Y.	deRochemont Co.	4	60	15′	2/wk
French–Level II						
En Avant	Lafayette, Ind.	MPATI	4–6	64	20′	2/wk
French II	Philadelphia, Pa.	PS	5	90	15′	3/wk
Fun with French	Rapid City, S. D.	PS	6	100	15′	3/wk
J'apprends le francais	Toledo, Ohio	PS	5	33	15′	1/wk
Parlons Francais–II	New York, N. Y.	deRochemont Co.	5	60	15′	2/wk
French–Level III						
Causons et Lisons	Toledo, Ohio	PS	6	33	15′	1/wk
French III	Philadelphia, Pa.	PS	6	90	15′	3/wk
Parlez Francais–III	New York, N. Y.	deRochemont Co.	6	60	15′	2/wk
French–Level IV						
Ici la France	Associated TV	England	9–12	16	20′	1/wk
Qui Parle Francais?	Toledo, Ohio	PS	7	51	15′	2/wk
French–Level V						
Moi, je parle francais	Toledo, Ohio	PS	8	51	15′	2/wk
German–Level I						
Komm, Lach, und Lerne	Minneapolis, Minn.	KTCA	4	104	15′	3/wk
German–Level II						
Hand in Hand ins Kinderland	Minneapolis, Minn.	KTCA	5	104	15′	3/wk
German–Level III						
Auf Deutsch Bitte!	Minneapolis, Minn.	KTCA	6	104	15′	3/wk
In–Service						
Challenges in Foreign Language Teaching	Brooklyn, N. Y.	WYNE	In–S	14	30′	
Parlons Francais–I	New York, N. Y.	deRochemont Co.	In–S	15	15′	
Parlons Francais–II	New York, N. Y.	deRochemont Co.	In–S	15	15′	
Parlons Francais–III	New York, N. Y.	deRochemont Co.	In–S	11	30′	
Spanish In–Service	Austin, Texas	KLRN	In–S			
Teaching Modern Foreign Languages	Albany, N. Y.	DPI	In–S	16	30′	
Teacher-to-Teacher Spanish	Atlanta, Ga.	Ga. ETV	In–S	21	30′	
Una Aventura Espanol	New York, N. Y.	deRochemont Co.	In–S	12	15′	

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THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION serves all institutions concerned with the use of television in education. NCSCT makes available recorded lessons of the highest quality for preschool, elementary, secondary, college, extension, industrial, and continuing professional education.

To relate its activities to the major needs of institutions throughout the United States, NCSCT works closely with content specialists, administrators, professional groups, and regional television organizations.